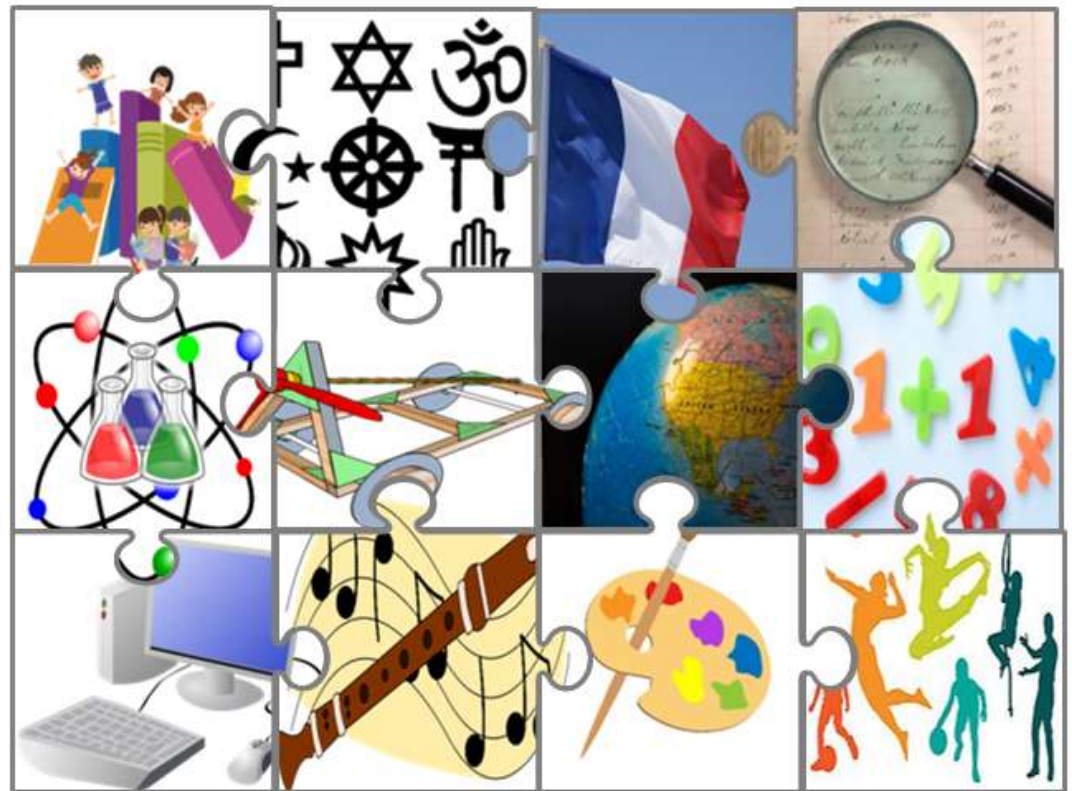


Year 4 Long Term Plan 24-25

"At St Luke's, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year. "





*"Together we will
Flourish"*



BH and RS 2024



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	COMMUNITY DETECTIVES MAP SKILLS	THE ROMANS IN BRITAIN	UNITED KINGDOM / EUROPE Human & Physical Geography		ANCIENT EGYPTIANS	VIKINGS IN BRITAIN
Possible Texts	<u>Grandad's Island – Benji Davies</u> Setting description using similes and metaphors Retelling the story Write an alternative opening to the story Animal fact files: Non-Chronological report Diary entry Informal letter (postcards)	<u>Romulus and Remus</u> Exploring ambitious vocabulary: dictionary and thesaurus work Character description Story retell/ innovate and invent new part of the story Character description Non-Chronological report about Rome	<u>The Spiderwick Chronicles - Holly Black and Tony DiTerlizzi</u> Exploring vocabulary: dictionary and thesaurus work Writing riddles Instructions Biographies Christmas poems	<u>BFG: Roald Dahl</u> Descriptive writing Informal letter (postcard) from Sophie to the Orphanage Changing the ending to the story	<u>Cinderella of the Nile – Beverley Naidoo</u> Newspaper reports Missing poster Direct speech writing conversations in character Character description	<u>How to train your dragon</u> <u>Information Text:</u> Residential links to Bradley Wood. Alice in Wonderland-playscript
'Wow' moments / Enrichment Weeks	Online Safety – community Police Service Local History walk around the Eccleshill area  Lifebase Workshop: <i>It's Great to be Me</i>	Children in Need Fundraising activities  <i>Everyone Comes from Somewhere</i> workshop in school Christmas activity afternoon with parents	World Book Day drama workshop BH and RS 2024	Residential – Bradley Woods Scout CampL • Climbing • Abseiling • Team building • Archery • Cresta Run • Forest School skills Comic Relief Fund Raising Activities Easter activity afternoon with parents		End of year art work showcase for parents



Year 4 Long Term Plan 24-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	COMMUNITY DETECTIVES MAP SKILLS	THE ROMANS IN BRITAIN	UNITED KINGDOM / EUROPE Human & Physical Geography		ANCIENT EGYPTIANS	VIKINGS IN BRITAIN
Our Values Assemblies These will mirror the principles and values of our school We will 'dip in and out of each area' each term as and when we need to.	FRIENDSHIP Is something that we offer to everyone, just as God offers it to us. Learning to be a good friend takes a life time. Good friends stick around in bad times as well as good; they are not afraid to tell us the truth, even if it hurts. Link: having/being a good friend in your class	COMPASSION Is putting yourself in someone else's shoes when they are suffering. As we start to understand how they feel in our hearts, we will want to help them in some way. Link: Children in Need/Foodbank Appeal at Harvest	REVERENCE & RESPECT Take time to stop and be amazed: by God, by the people and world around us. Recognise that we deepened on all of them. And the way we respond to and interact with life, others, the created world and God will change. Link: New Year	SERVICE Helping others, even if they can't (or won't) do anything in return and even if it costs us (time, money, discomfort). Serving others can bring joy and freedom. Link: Easter – Servant King	CREATION & COMMUNITY Remembering that the earth, and every life on it, is precious – a beautiful and beloved creation to be treasured and cred for; enjoyed, explored and celebrated. Link: visits/trips	TRUTHFULNESS Be truthful. Be true to who you are (don't pretend to be someone else). Search for and talk about truth and meaning in life (eg is it true that fame and money will make you happy?) Discover the amazing truth that we are loved beyond measure. Link: transition – be true to yourself
Assessment opportunities	Baseline	Data Point	Through year formative assessment	Data Point	Through Year formative assessment	Data Point
Parental Involvement	Pastries for Parents (English & Maths workshops) McMillan Coffee Morning Harvest Festival	Pastries for Parents (English & Maths workshops) Christmas activity afternoon Christmas Fayre Christmas Carol Service	Pastries for Parents (English & Maths workshops)	Pastries for Parents (English & Maths workshops) Easter Service Easter activity afternoon	Pastries for Parents (English & Maths workshops)	Pastries for Parents (English & Maths workshops) Sport's Day Summer Fayre End of Year Celebration

We recognise that all children are unique and special.

March 2024



Handwriting

(taught 3x weekly unless further intervention is required)

write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far (once per half term at the beginning of a new unit)

Pupils should be taught to:

use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined
increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

	2 weeks	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4 Topic	Community Detectives	Map Skills	The Romans in Britain	United Kingdom/ Europe		Ancient Egyptians	Vikings in Britain
Books	Information text	The Tunnel Gorilla Grandads Island	Romulus and Remus	The Spiderwick Chronicles Voices in the park	BFG – Clips	Secrets of a sun king.	Riddle of the runes. The dragons hoard- stories from the Viking fathers.
English Genre	2 week- Writing to inform- Reports Non-chronological report with paragraphs. Physical features. Building in Bradford (Saltaire), west Yorkshire, north. Using standard template	2 week- Writing to entertain- Gorilla Same story different point of view (Dad in Gorilla) 2 week- Writing to entertain- The Tunnel Write alternative endings for the tunnel	1 week: Poetry- Kennings (use to describe Boudicca) 3 weeks: Writing to entertain- a persuasive speech based on Boudicca's Battle Cry- to rally her troops. Learn and perform.	2 weeks- Writing to entertain- Spiderwick Chronicles Suspenseful settings (comparative settings) 2 Weeks Writing to entertain – Spiderwick Chronicles Write own introduction to a spooky story... 2 weeks- Writing to entertain- Voices in the Park Same story, different viewpoints-	1 week- First 15 minutes of BFG Writing to entertain- settings 1 week Dream jars Writing to entertain Short stories- fantasy 2 week- Writing to inform- Tourist guide booklet of England Choose and design own layout e.g. zigzag booklet/ leaflet/ guided book. 1 week Poetry- Tectracts	2 week- Writing to inform- Blog about Bradley Woods 2 weeks- Writing to entertain- secrets of a sun kind. Setting description and letter (Howard Carter) 1 week- Writing to inform- Howard Carter encyclopaedia entry	2 weeks Writing to entertain The dragons hoard- stories from the Viking fathers. Week 1 Character description of innovated character or creature Week 2 Retell with innovated character 2 weeks Writing to persuade Trip Advisor review of Viking Britain - 0 stars. Comparing and contrasting differences between Viking and modern Britain 2 weeks Writing to inform- Building Longboats Week 1 Why they were built, what they were for? Why did they travel where they did? Week 2 Sectional report about characteristics of a Longboat

Ongoing Skills	<ul style="list-style-type: none"> - Maintain standard English forms correctly e.g. I was, not I were. - Use a full range of punctuation taught in KS1 and mostly correctly KS2 punctuation (taught in Year 3) full stops, commas, capital letters, question marks, exclamation marks, commas in a list, apostrophes for contraction and possession and inverted commas. - Produce legible joined handwriting (see handwriting policy) - Co-ordinating and subordinating conjunctions. - Make simple addition, revisions and proof- reading corrections to their own writing. - Write both fictional and non-fictional purposes with a growing awareness of the reader. 						
Writing To inform	<p>Non- Chron report</p> <p>Explore levels of formality through word/sentence choices.</p> <p>Appropriate use of pronouns and nouns.</p> <p>Use paragraphs to section information.</p> <p>Recap fronted adverbials with commas- time and place.</p> <p>Recap from year 3-</p> <ul style="list-style-type: none"> - Planned in sections. - Headings - Sub-headings <p>Conjunctions to join and give reasons.</p> <p>To spell all year 3 curriculum words correctly.</p>				<p>Tourist guide booklet</p> <p>Explore levels of formality through word/sentence choices.</p> <p>Appropriate use of pronouns and nouns.</p> <p>Use paragraphs to organise information.</p>	<p>Blog- Explore levels of formality through word/sentence choices.</p> <p>Appropriate use of pronouns and nouns.</p> <p>First person</p> <p>To use paragraphs for purpose and audience.</p> <p>Recap fronted adverbials with commas- time, place and cause.</p> <p>Informal</p> <p>Past tense</p> <p>Read aloud their own writing to a group or the whole class. Using appropriate intonation and controlling the volume so that the meaning is clear.</p> <p>Encyclopaedia-</p> <p>Formal</p> <p>Past tense.</p>	<p>Sectional Report</p> <p>Organised into sections with appropriate headings and text type features</p> <p>Range of conjunctions and appropriate word choices</p> <p>Explore levels of formality through sentences/ word choices</p> <p>Using nouns and pronouns to aid clarity and provide cohesion</p>

Write to entertain		<p>2 week- Same story different point of view (Dad in Gorilla)</p> <p>Expanded noun phrases, adverbials and fronted adverbials to describe.</p> <p>First person.</p> <p>Apostrophes for plural possessions.</p> <p>Appropriate use of pronouns and nouns.</p> <p>2 week- Write alternative endings for the tunnel</p> <p>Develop characters through dialogue and action.</p> <p>Expanded noun phrases, adverbials and fronted adverbials to describe. Use commas</p> <p>Appropriate use of pronouns and nouns.</p> <p>To spell some year 4 curriculum words correctly.</p>	<p>3 weeks: Performing Boudicca's battle cry (persuasion and performance)</p> <p>Past progressive tense.</p> <p>Chronological plot</p> <p>To spell some year 4 curriculum words correctly.</p> <p>Paragraphs around a theme</p> <p>Adverbs</p>	<p>4 weeks: Write own introduction to a spooky story....</p> <p>Expressive verbs. Language structure to create suspenseful settings.</p> <p>Present perfect tense.</p> <p>Suspenseful settings –</p> <p>2 weeks: Voices in the park</p> <p>Preposition phrases to expand noun phrases</p> <p>To spell most year 4 curriculum words correctly.</p> <p>Paragraphs around a theme</p> <p>Adverbs</p> <p>Dialogue including direct speech.</p>	<p>3 week- First 15 minutes of BFG</p> <p>Third person,</p> <p>Dream jars Short stories- fantasy</p> <p>Teach precise nouns.</p> <p>Preposition phrases to expand noun phrases</p> <p>Dialogue including direct speech.</p> <p>To spell most year 4 curriculum words correctly.</p> <p>Paragraphs around a theme</p> <p>Adverbs</p> <p>Evaluate and Edit Assessing the effectiveness of their own and others writing and suggesting improvements.</p>	<p>2 weeks- Secrets of a sun king. Setting description and letter (Howard Carter)</p> <p>Chronological plot</p> <p>To spell all year 4 curriculum words correctly.</p> <p>Present perfect tense of verbs.</p> <p>Dialogue including direct speech.</p> <p>Evaluate and Edit</p> <p>Paragraphs around a theme</p> <p>Adverbs</p>	<p>3 weeks Retell with innovation a Viking Saga</p> <p>Language choices help make realistic sounding narratives e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language.</p> <p>To spell all year 4 curriculum words correctly.</p> <p>Evaluate and Edit</p> <p>Paragraphs around a theme</p> <p>Adverbs</p>
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Poetry			 kennings <ul style="list-style-type: none"> • A kenning is a two word phrase which describes an object • Kenning poems are type of riddle • Each line consists of one kenning. There is no set number of lines in each verse, although 8 lines and 1 verse is expected for this age group • The kennings should be ordered within the poem with consideration of the impact on the reader Ball catcher Muddy scrambler Fast diver Long kicker Expert thrower Ace defender Goal saver Game winner		 Tetractys <ul style="list-style-type: none"> • The poem is five lines in length • The line structure is as follows: Line 1: 1 syllable Line 2: 2 syllables Line 3: 3 syllables Line 4: 4 syllables Line 5: 10 syllables • There is no set rhyme scheme • Each line starts with a capital letter and only the last line ends with a full stop I Am four And I go To big school where I learn to read and write and spell my name.		
Writing to persuade							Writing to persuade - Trip Advisor review of Viking Britain - 0 stars. -present tense. -Rhetorical question - paragraphs - persuasive verbs - modal verbs to indicate degrees of possibility. - present perfect verbs. - Conjunctions.

Sounds-Write Spelling Patterns

Year 3 and 4 Sounds-Write Word lists

Curriculum Words

Academic vocabulary

3000 most commonly used words

GPS

Recap of spelling patterns

Year 4

Week 1 /sh/	Week 2 /zh/	Week 3 /ch/	Week 4 /th/	Week 5 Recap from 3	Week 6
pressure special environment source definition established significant location machine luxury	despite appreciation usually leisure measure pleasure visual unusual treasure	similar region physical coordination question suggestion actually match hatchet latch	professional status breathe this that thrive thirst thimble bathe feather	reign strange certain eighteen weight straight separate breathe believe experience	material peculiar various complete extreme naughty probably February history potatoes
Week 7 /shun/	Week 8 'zhun'	Week 9 /ch/ /schwa/	Week 10 Suffixes y	Week 11	Week 12
mention, position, possession description explanation ocean	occasionally acknowledge guarantee television decision conclusion	century natural incentive structure adventure culture	conclusion summary prior ultimately contrary inevitably	though although answer consider perhaps quarter	particular peculiar popular regular centre circle

option fashion competition tradition	explosion occasion vision division	picture mixture departure naturally	medley unsavoury assembly misery luxury	remember calendar forwards grammar	early heard learn purpose
Week 13 Prefixes super anti	Week 14 Suffix /ly/	Week 15 Suffix -ous	Week 16 /ae/	Week 17	Week 18
superficial superstar supermarket superhero supernatural antiseptic anticipate antibacterial antisocial antifreeze	accidentally boldly bravely calmly deeply gently simply quietly lovely proudly	contrast aggregate anxious delicious envious curious continuous dangerous enormous devious	alter stability diversity demonstrate operate status shade ashamed claim investigate grateful	certain breath experiment interest February, fruit, group, through bicycle, library,	height, island, strength suppose centre certain circle decide exercise medicine
Week 19 Prefix auto	Week 20 Prefix dis/mis/un	Week 21 Suffix ful and less	Week 22 Suffix er and est	Week 23	Week 24

autobiography autograph automatically autopilot autonomy automatic autumn authority authentic author	disinfect misfortunate disobey dismiss mistreat miscount misfortune unusual uncomfortable unpopular	thankful thankless playful playful successful peaceful thoughtless speechless homeless flavourless	bumpier later widest friendliest dirtier crazier fittest fluffiest scariest hairier	recent century address possess possible notice sentence promise purpose thought	possible length caught naughty forward forwards important ordinary quarter although
Week 25 /ee/	Week 26 /ee/	Week 27 /oe/	Week 28 /er/	Week 29	Week 30
leave hungry email reason evening activity athlete finally recent thief	gallery ability bean wheel memory serious previously peaceful achievement plenty	boat photo nobody telephone process following soap although throat lonely	first learn nurse world butter thirty teenager worse nervous traveller	February library ordinary various therefore regular actually particular popular continue	answer heart knowledge opposite address bicycle build busy business women

Week 31 /e/	Week 32 /ow/	Week 33 /oo/moon	Week 34	Week 35	Week 36
again bread leather wealth steady breakfast friendly head against instead	pound surround powered allow thousand however loudly mount encounter discount	blue two bathroom include February school through movie fruit rules	surprise decide often describe various famous favourite question imagine medicine	knowledge reign strange opposite position possess potatoes suppose guard guide	difficult different enough arrive minute

Classroom Secrets Year 4								
Week	1	2	3	4	5	6	7	8
Autumn 1	Ready to write: 1. Using Determiners 2. Clauses	Ready to write: 3. Expanding Sentences using Conjunctions 4. Expanding Sentences using Adverbs	Ready to write: 5. Expanding Sentences using Prepositions 6. Direct Speech	Ready to write: 7. Past Tense 8. Present Tense	Ready to write: 9. Present Perfect or Simple Past? 10. Using Paragraphs	Pronouns: 1.Relative Pronouns 2.Recognising Relative Clauses	Pronouns 3.Using Relative Clauses 4.Omitting Relative Pronouns	Assessment Week
Autumn 2	Fronted Adverbials 1.What is an adverbial? 2.Recognising Fronted Adverbials 1	Fronted Adverbials 3.Time Specific Adverbials 4.Place Specific (Prepositional)	Fronted Adverbials 5.Descriptive Fronted Adverbials	Fronted Adverbials 6.Recognising Fronted Adverbials 2 7.Using Fronted Adverbials	Apostrophes 1.Recognising Apostrophes 2.Using Apostrophes for Plural Possession	Apostrophes 3.When Should you NOT use an Apostrophe	Assessment Week	
Spring 1	Apostrophes 4.Using Apostrophes for Possession or Contraction	Speech 1.Recognising Speech	Speech 2.Punctuating Direct Speech	Speech 3.Direct Speech or Indirect Speech?	Noun Phrases 1. Identifying Noun Phrases 2. Modifying Adjectives and Nouns	Noun Phrases 3. Determiners Before Modifiers 4. Prepositional Phrases		
Spring 2	Noun Phrases 5. Using Expanded Noun Phrases	Suffixes 1 1. Word Families 2. Words Ending in '-sure', '-ture' or '-cher'	Suffixes 1 3. Adding '-ation', '-sion', '-ssion', '-tion' or '-cian' 4. Using Suffixes	Standard English 1.Were/was Did/done 2.I or me	Standard English 'have' not 'of' and these/those' not 'them'	Assessment Week		
Summer 1	Paragraphs Identifying paragraphs Fronted adverbials	Paragraphs Using pronouns and conjunctions. Using speech	Paragraphs More than one paragraph	Paragraphs Sequencing paragraphs.	Suffixes 2- consolidation			
Summer 2	Suffixes 2- consolidation	Suffixes 2- consolidation	Suffixes 2- consolidation	Suffixes 2- consolidation	Consolidation and Assessment	Consolidation and Assessment	Consolidation and Assessment	

ENGLISH
Reading – word
reading

Guided Reading:

Schofield and Sims

Autumn 1 recap of Year 3 units.

Autumn 2-Spring 2 teaching Schofield and Sims.

Summer term- teacher to plan according to the strengths/ weaknesses and gaps of the children in that cohort.

Week	Skill	Book & Text	Genre	Curriculum Links
Autumn 1				
1	Inference	Year 3: Unit 19: Stig of The Dump (Extract 1)	Fiction	
2	Prediction	Year 3: Unit 20: Stig of The Dump (Extract 2)	Fiction	
3	Retrieval	Year 3: Unit 21: Norse Mythology	Fiction	History: Vikings
4	Retrieval	Year 4: Unit 3: Volcanoes in Action	Non-Fiction	Geography: Volcanoes
5	Inference	Year 4: Unit 6: The Little Daughter of the Snow	Fiction	
6	Word Meaning	Year 4: Unit 5: Russian Doll	Poetry	PSHE: Growing and changing, ourselves
Autumn 2				
1	Inference	Year 4: Unit 12: My Secret War Diary by Flossie Albright	Fiction	History: World War II
2	Retrieval	Year 4: Unit 10: The Borrowers	Fiction	
3	Retrieval	Year 4: Unit 7: The History behind Christmas Tradition	Poetry / Non-Fiction	History: Victorian Britain
4	Word Meaning	Year 4: Unit 4: Tsunamis on the Move	Non-Fiction	Geography: Natural Disasters
6	Retrieval	Year 4: Unit 2: The Time-Travelling Cat and the Roman Eagle	Fiction	History: Romans

Spring 1				
1	Prediction	Year 4: Unit 11: Mix and the Millions	Fiction	
2	Inference	Year 4: Unit 9: For Forest	Poetry	Geography: Rainforests/ The Caribbean
3	Summarising	Year 4: Unit 1: Roman Britain	Non-Fiction	History: Romans
4	Relationship	Year 4: Unit 8: The Moomins and the Great Flood	Fiction	
5	Retrieval	Year 4: Unit 15: Threats to African Elephants	Non-Fiction	Science: Animals including Humans
6	Retrieval	Year 4: Unit 17: Black Beauty	Fiction	Traditional Tales History: Victorian Britain
Spring 2				
1	Inference	Year 4: Unit 14: The Secret World of Polly Flint	Fiction	
2	Retrieval	Year 4: Unit 16: The Great Elephant Chase	Fiction	Science: Animals including Humans
3	Comparison	Year 4: Unit 21: Everything Castles	Non-Fiction	History: Local History and Medieval Britain
4	Inference	Year 4: Unit 13: The amazing Story of Adolphus Tips	Fiction	History: World War II

Spellings Linked to Sounds-Write.

Year 3 and 4 Sounds-Write Word lists

Curriculum Words

Academic vocabulary

3000 most commonly used words

GPS

Recap of spelling patterns

Week 1 /sh/	Week 2 /zh/	Week 3 /ch/	Week 4 /th/	Week 5 Recap from 3	Week 6
pressure special environment source definition established significant location machine luxury	despite appreciation usually leisure measure pleasure visual unusual treasure	similar region physical coordination question suggestion actually match hatchet latch	professional status breathe this that thrive thirst thimble bathe feather	reign strange certain eighteen weight straight separate breathe believe experience	material peculiar various complete extreme naughty probably February history potatoes
Week 7 /shun/	Week 8 'zhun'	Week 9 /ch/ /schwa/	Week 10 Suffixes y	Week 11	Week 12
mention, position, possession description explanation ocean option fashion competition tradition	occasionally acknowledge guarantee television decision conclusion explosion occasion vision division	century natural incentive structure adventure culture picture mixture departure naturally	conclusion summary prior ultimately contrary inevitably medley unsavoury assembly misery luxury	though although answer consider perhaps quarter remember calendar forwards grammar	particular peculiar popular regular centre circle early heard learn purpose

Week 13 Prefixes super anti	Week 14 Suffix /ly/	Week 15 Suffix -ous	Week 16 /ae/	Week 17	Week 18
superficial superstar supermarket superhero supernatural antiseptic anticipate antibacterial antisocial antifreeze	accidentally boldly bravely calmly deeply gently simply quietly lovely proudly	contrast aggregate anxious delicious envious curious continuous dangerous enormous devious	alter stability diversity demonstrate operate status shade ashamed claim investigate grateful	certain breath experiment interest February, fruit, group, through bicycle, library,	height, island, strength suppose centre certain circle decide exercise medicine
Week 19 Prefix auto	Week 20 Prefix dis/mis/un	Week 21 Suffix ful and less	Week 22 Suffix er and est	Week 23	Week 24
autobiography autograph automatically autopilot autonomy automatic autumn authority authentic author	disinfect misfortunate disobey dismiss mistreat miscount misfortune unusual uncomfortable unpopular	thankful thankless playful playful successful peaceful thoughtless speechless homeless flavourless	bumpier later widest friendliest dirtier crazier fittest fluffiest scariest hairier	recent century address possess possible notice sentence promise purpose thought	possible length caught naughty forward forwards important ordinary quarter although

Week 25 <u>/ee/</u>	Week 26 <u>/ee/</u>	Week 27 <u>/oe/</u>	Week 28 <u>/er/</u>	Week 29	Week 30
leave hungry email reason evening activity athlete finally recent thief	gallery ability bean wheel memory serious previously peaceful achievement plenty	boat photo nobody telephone process following soap although throat lonely	first learn nurse world butter thirty teenager worse nervous traveller	February library ordinary various therefore regular actually particular popular continue	answer heart knowledge opposite address bicycle build busy business women
Week 31 <u>/e/</u>	Week 32 <u>/ow/</u>	Week 33 <u>/oo/moon</u>	Week 34	Week 35	Week 36
again bread leather wealth steady breakfast friendly head against instead	pound surround powered allow thousand however loudly mount encounter discount	blue two bathroom include February school through movie fruit rules	surprise decide often describe various famous favourite question imagine medicine	knowledge reign strange opposite position possess potatoes suppose guard guide	difficult different enough arrive minute

GPS: Taken from classroom secrets.

1 lesson a week to be taught discreetly following the outline set out below.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	1. Ready to Write					2. Pronouns		3. Fronted Adverbials				Assessments
Spring	1. Apostrophes			2. Speech			3. Noun Phrases			4. Suffixes		Assessments
Summer	1. Standard English		2. Paragraphs				3. Consolidation (Lower Key Stage 2)					Assessments



Year 4 Long Term Plan 24-25

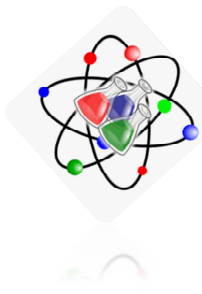
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	COMMUNITY DETECTIVES MAP SKILLS	THE ROMANS IN BRITAIN	UNITED KINGDOM / EUROPE Human & Physical Geography		ANCIENT EGYPTIANS	VIKINGS IN BRITAIN
MATHS <i>"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers." – Shakuntala Devi</i> <i>Mathematics Mastery</i>	Number: Place Value Number: Addition and Subtraction	Measurement: Area Number: Multiplication and Division (mental methods)	Number: Multiplication and Division (written methods) Measurement: Length and Perimeter	Number: Fractions Number Decimals (tenths and hundredths as decimals)	Number: Decimals (the whole / order , compare and round) Measurement: Money Measurement: Time	Geometry: Shape Statistics Geometry: Position and Direction
<i>We follow the White Rose Maths' Hub . It provides a mastery approach to Maths' which is embedded through St Luke's Primary School.</i>	<p>Together, we're building a whole new culture of deep understanding, confidence and competence in maths – a culture that produces strong, secure learning and real progress. No matter what their starting points, we help teachers and learners everywhere to achieve excellence.</p> <p>Our mantra is simple: 'Everyone Can do Maths, Everyone.'</p> <p>As we prove this to pupils and teachers alike, we're shaping assured, happy and resilient mathematicians who relish the challenge of maths. They become independent, reflective thinkers, whose skills not only liberate them in maths but also support them across the curriculum. We're committed to working together to be and give the very best, and to make a difference to every pupil.</p>					



Year 4 Long Term Plan 24-25

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
COMMUNITY DETECTIVES MAP SKILLS	THE ROMANS IN BRITAIN	UNITED KINGDOM / EUROPE Human & Physical Geography		ANCIENT EGYPTIANS	VIKINGS IN BRITAIN

Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

SCIENCE 	Living things and their habitats *Recognise that living things can be grouped in a variety of ways. *Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. *Recognise that environments can change and that this can sometimes pose dangers to living things. RACHEL CARSON	States of matter *Compare and group materials together, according to whether they are solids, liquids or gases *Observe that some materials change state when they are heated or cooled and measure or research the temperature at which this happens in degrees Celsius *Identify part played by evaporation and condensation in the water cycle associate the rate of evaporation with temperature JOHN PRIESTLEY	Animals including humans *Describe the simple functions of the basic parts of the digestive system in humans *Identify the different types of teeth in humans and their functions *Construct and interpret a variety of food chains—producers, predators and prey WILLIAM BEAUMONT	Sound *Identify how sounds are made, associating some of them with something vibrating *Recognise that vibrations from sounds travel through a medium to the ear *Find patterns between the pitch of a sound and features of the object that produced it *Patterns between volume of sound and strength of vibrations that produced it *Recognise that sounds get fainter as the distance from the sound source increases ALEXANDER BELL	Electricity *Identify common appliances that run on electricity *Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers *Identify whether or not a lamp will light in a circuit, based on whether or not the lamp is part of a complete loop with a battery *Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit *Recognise some common conductors and insulators and associate metals with being good conductors. MARIA TELKES
	Working Scientifically – On going across the year				



Year 4 Long Term Plan 24-25

General Themes:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
COMMUNITY DETECTIVES MAP SKILLS	THE ROMANS IN BRITAIN	UNITED KINGDOM / EUROPE Human & Physical Geography		ANCIENT EGYPTIANS	VIKINGS IN BRITAIN

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R.E. *Believing and Belonging* The Agreed Syllabus for RE



<p>How are important events remembered?</p> <p>Explore festivals of light from Judaism, Hinduism, Sikhism, Paganism and Ancient Civilisations. Consider how some festivals use light as a representation of hope, joy, remembrance and reflection.</p> <p>Religions studied: Judaism, Sikhism and Hinduism. Also material related to Paganism & ancient civilisations. Can be adapted to Advent & Chinese New Year.</p> <p>6-8 hours</p>	<p>Advent, Christmas & Epiphany</p> <p>Advent – a time of preparation for Christmas. Christmas & Epiphany. The Christingle. The Christian family worldwide.</p> <p>Religions studied: Christianity</p> <p>6 hours</p>	<p>What faiths are shared in our country?</p> <p>Places of worship in the local and wider community and their significance to believers. How places of worship are used by the community as a whole eg: playgroups, youth organisations, community groups.</p> <p>Religions studied: Christianity, Judaism, Islam and Sikhism.</p> <p>8 hours</p>	<p>The Cross as a Christian Symbol</p> <p>Investigate Christian symbolism including the cross. Identify symbols in St. Luke's church – fish, cross, dove, saints etc found in various places including -stained glass windows; panelling; hassocks; banners and the carpet. Understand the origin of these symbols.</p> <p>Religions studied: Christianity</p> <p>6 hours</p>	<p>How do the five pillars guide Muslims?</p> <p>Muslim beliefs and practices, including the belief in Allah and the important of the Prophet Mohammed (peace and blessings upon him). Expand and develop the learning about t. Consider and reflect how the key teachings affect the values and lives of believers. Learn and draw on specific religious language related to Islam.</p> <p>Religions studied: Islam</p> <p>6-8 hours</p>	<p>Why are Gurus at the heart of Sikh belief and practice?</p> <p>Concept of 'guru' in Sikhism as an introduction to the Sikh religious belief and practice. Link the Sikh scripture, the Guru Granth Sahib, to the importance of the lineage of the ten Sikh Gurus. Teachings about God and social justice. Examines the creation, treatment, role and significant of the Gurut Granth Sahib.</p> <p>Religions studied: Sikhism</p> <p>7 hours</p>
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General Themes:

Year 4 Long Term Plan 24-25

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
COMMUNITY DETECTIVES MAP SKILLS	THE ROMANS IN BRITAIN	UNITED KINGDOM / EUROPE Human & Physical Geography		ANCIENT EGYPTIANS	VIKINGS IN BRITAIN

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<p>P.H.S.E. & R.S.E.</p> <p>Coram Life Education & SCARF</p> <p>SCARF</p>	<p><u>Me and My Relationships</u></p> <p>I can give a lot of examples of how I can tell a person is feeling worried just by their body language. I can say what I could do if someone was upsetting me or if I was being bullied. I can explain what being 'assertive' means and give a few examples of ways of being assertive.</p> <p>Lifebase Workshop: <i>It's Great to be Me</i> SCARF</p>	<p><u>Valuing Difference</u></p> <p>I can say a lot of ways that people are different, including religious or cultural differences. I can explain why it's important to challenge stereotypes that might be applied to me or others.</p> <p> Everyone Comes from Somewhere workshop in school</p>	<p><u>Keeping myself safe</u></p> <p>I can give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks. I can say a few of the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol. I can give examples of positive and negative influences, including things that could influence me when I am making decisions.</p>	<p><u>Rights and Responsibilities</u></p> <p>I can explain how a 'bystander' I can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour. I can explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem. I can give examples of these decisions and how they might relate to me.</p>	<p><u>Being my Best</u></p> <p>I can give a few examples of different things that I do already that help to me keep healthy. I can give different examples of some of the things that I do already to help look after my environment.</p>	<p><u>Growing and Changing</u></p> <p>I can label some parts of the body that only boys have and only girls have. I can list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents). I can tell you why people get married.</p>



General Themes:

Year 4 Long Term Plan 24-25

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
COMMUNITY DETECTIVES MAP SKILLS	THE ROMAN EMPIRE AND ITS IMPACT ON BRITAIN	UNITED KINGDOM / EUROPE Human & Physical Geography		ANCIENT EGYPTIAN CIVILISATION	VIKINGS RAIDERS

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HISTORY



Chronology of British and European history

Identify the Roman Empire and its impact on Britain at the time and the legacy it left us.
Learn about the history of Rome – legend and fact – and understand where in Europe Rome is, and how the Romans came to extend their influence and create such a large and influential empire

Timeline of key events in Roman Britain

The wonders of Ancient Egypt Chronology.
Location and physical features of Egypt – desert, river, mountain, delta. Climate and weather. The impact of the River Nile on Egyptian society. Investigate the men and women who studied the kingdom. Look the Pharaohs and the development of the pyramids, and Egyptian mythology. Examine daily life, comparing it to our own. Compare and understand their civilisation with the society, climate and terrain of Britain at the time.

British Timeline of history.

From the Viking Raid at Lindisfarne to the end of the era in 1066. Excellent sailors, explorers and warriors. How the Vikings lived and why some chose to stay in Britain .

Danelaw and Wessex. King Alfred's influence.

Primary and secondary sources of evidence. Jorvik – identify artefacts – what can they tell us?

Timeline of key Viking events.



Year 4 Long Term Plan 24-25

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
COMMUNITY DETECTIVES (2 weeks) MAP SKILLS (2 weeks)	THE ROMAN EMPIRE AND ITS IMPACT ON BRITAIN	UNITED KINGDOM / EUROPE Human & Physical Geography		THE ANCIENT EGYPTIAN CIVILISATION	VIKINGS RAIDERS

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GEOGRAPHY



Location of Bradford – West Yorkshire – northern England. Eccleshill district of Bradford.

Design questions and studies to conduct in the local area eg classify buildings - photograph these and show location on a map

MAP SKILLS:
Identify features on a map and begin to experiment with 4-figure grid references.
Draw own maps and plans

Revise the continents and oceans of the world.
Locate the Equator, Prime Meridian, Tropics.

Know which countries belong to the British Isles, Great Britain, UK..

Human Features:

Know the names of at least 10 English counties

Identify key human and physical features of the UK:

Know and locate on maps capitals and key cities and understand their physical locations i.e. on rivers/estuaries.

Identify and locate key tourist attractions.

Physical features

Identify and locate in an atlas the major rivers and highest mountains, the Pennines and seas and oceans that surround the UK.

Compare UK / Bradford with a region in Europe eg Italy (Romans) Scandanavia (Vikings)

CLIMATE CHANGE

Pollution causes the Greenhouse Effect

Know that burning fossil fuels creates too many greenhouse gases in the atmosphere
Understand the role of renewable energy sources and the role of carbon capture

Comprehension Ninja Unit 14: LIFE WITH ELECTRIAL APPLIANCES

BH and RS 2024



Year 4 Long Term Plan 24-25

General Themes:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
COMMUNITY DETECTIVES MAP SKILLS	ROMANS IN BRITAIN	UNITED KINGDOM / EUROPE Human & Physical Geography		ANCIENT EGYPTIANS	VIKINGS IN BRITAIN

Physical activity is **vital** in children's all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child's strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness**, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence**.

P.E.



Games- Tennis (net and wall)

Use this Unit of Work to Master basic movements including running, jumping, throwing and catching.

Gymastics

to develop balance, agility and coordination.

Dance

to perform dances using simple movement patterns.

Hockey (invasion)

to master movements relevant to Hockey.

Games- rounders (striking and fielding)

OAA on residential

be used for mastering basic movements - like running, jumping, throwing and catching. Participate in team games, developing simple tactics for attacking and defending.

Athletics
to master basic movements including running, jumping, throwing and catching. Develop balance, agility and coordination.




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	Art and Design	Design and Technology	Art and Design	Design and Technology	Design and Technology	Art and Design
Art and Design and D.T. Combined Kapow 	Drawing: Power prints Using everyday electrical items as a starting point, pupils develop an awareness of composition in drawing and combine media for effect when developing a drawing into a print.	Structures: Pavilions Exploring pavilion structures, children learn about what they are used for and investigate how to create strong and stable structures before designing and creating their own pavilions, complete with cladding.	Painting and mixed media: Light and dark Developing colour mixing skills, using shades and tints to show form and create three dimensions when painting. Pupils learn about composition and plan their own still life to paint, applying chosen techniques.	Mechanical systems: Making a slingshot car Transforming lollipop sticks, wheels, dowels and straws into a moving car. Using a glue gun to, making a launch mechanism, designing and making the body of the vehicle using nets and assembling these to the chassis.	Electrical systems: Torches Applying their scientific understanding of electrical circuits, children create a torch, designing and evaluating their product against set design criteria.	Craft and design: Fabric of nature Using flora and fauna of tropical rainforests as a starting point, children develop drawings through experimentation and textile-based techniques to a design a repeating pattern suitable for fabric.



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COMPUTING [Kapow Primary]



Computing systems and networks: Collaborative learning

Working collaboratively in a responsible and considerate way as well as looking at a range of collaborative tools. Lesson plans for both Google schools and Microsoft schools.

Online safety: Year 4
Learning how to navigate the internet in an informed, safe and respectful way

Programming 1: Further coding with Scratch

Using variables in coding. Options for both Google and Microsoft schools.

Creating media: Website design

Children develop their research, word processing, and collaborative working skills whilst learning how web pages and web sites are created, exploring how to change layouts, embed images and videos and link between pages. This unit has options for both Google and Microsoft-based devices.

Skills showcase: HTML

Editing the HTML and CSS of a web page to change the layout of a website and the text and images

Programming 2: Computational thinking

Plugged and unplugged activities to develop the four areas of computational thinking

Data handling: Investigating weather

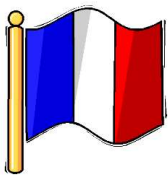
Researching and storing data using spreadsheets; designing a weather station that gathers and records data; learning how weather forecasts are made and using green screen technology to present a weather forecast. Options for both Google and Microsoft schools.

Year 4 Long Term Plan 24-25



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M.F.L. French [Kapow Primary] 	Portraits - describing in French Learning adjectives for describing people's physical appearance and their personality. Creating simple sentences ensuring that the adjectives agree with the gender of the noun.	Clothes - getting dressed in France Learning vocabulary to describe items of clothing, along with the different forms of the indefinite article. Incorporating previous learning about colour into their descriptions of clothing and recapping the concept of adjectival agreement. Expressing their opinions about outfits in French.	French numbers, calendars and birthdays Children learn French numbers 1-31, the days of the week, months of the year, dates and seasons through maths and songs and class surveys; they research of dates of French festivals and revise the unit by having a traditional French birthday celebration in the classroom.	French weather and the water cycle Learning phrases to describe the weather and vocabulary for the compass points; counting from 1-100 in multiples of ten; combining this knowledge to make statements about what the temperature is in different parts of France and to deliver a weather forecast. The unit culminates in a French science lesson, where the children explore the water cycle and recognise scientific cognates.	French food - Miam, miam! French food, cafés, ordering and menus - 'Yum Yum' - or 'Miam, Miam' ! This unit introduces food vocabulary and revises numbers to 100, this time in the context of money and prices. The unit encourages children to develop their language detective skills and confidence with practical conversational French.	French and the Eurovision Song Contest This unit uses the concept of the Eurovision Song Contest to get pupils to work in groups writing their own original songs in French, using vocabulary largely drawn from years 3 and 4, including paying attention to rhyming sounds. The children learn additional musical instrument and musical genre vocabulary and expand their knowledge of the French names for European countries. They learn new sentence constructions to say that they play an instrument and live in a particular country and learn how to express likes and dislikes about different styles of music. The focus of lessons 4 and 5 provide opportunities to expand the learning over additional teaching time, to revise all vocabulary and grammar learning from years 3 and 4 and combine the unit with lessons in Art, Music and Geography.



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MUSIC [Kapow Primary]	Rock and Roll	Body and Tuned Percussino (Rainforests)	Haiku, music and performance (Theme: Hanami festival)	Changes in pitch, tempo and dynamics (Theme: Rivers)	Adapting and transposing motifs (Theme: Romans)	Samba and carnival sounds and instruments (Theme: South America)
	<p>Learning about the origin and features of rock and roll music, pupils learn how to play the Hand Jive and Rock Around the Clock</p> <p>Harvest Festival – communal hymn singing</p>	<p>A topic of discovery; children will explore the rainforest through music and be introduced to new musical terms.</p> <p>Carol Service – communal carol singing</p>	<p>Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs. This Japanese</p>	<p>Learning to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar.</p> <p>Easter Service – communal hymn singing</p>	<p>Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs.</p>	<p>Getting a feel for the music and culture of South America, children are introduced to samba and the sights and sounds of the carnival.</p> <p>End of year Celebration – communal singing</p>